the front rank of Indian States. There was much more implied in education than the power to earn bread. The richer, fuller and better life that went with the educated mind should not be the privilege of the few. But even for bread and butter reasons, provision of further educational facilities for making primary education compulsory would be essential, for the opening of additional schools would result in the absorption in Government service of a large number of educated young men so far unemployed and provide a satisfactory solution to the problem of unemployment. The Government should practise judicious economy in other matters and, if necessary, utilise the Devaswom funds, for making literacy universal.

DEWAN'S REPLY: Many of the suggestions that you have made in the course of your representation, Mr. Balakrishnan, you yourself concede, are not very new, but it may be said that, until a suggestion has been accepted and acted upon, it is new.

With regard to one or two of the matters that you spoke about, I should like to say a word or two. First, with regard to compulsory primary education, there is very great difference of opinion as to the necessity for that at least in Travancore, and among those who are not satisfied of the necessity are many experts.

Another point that you mentioned was the waste that is taking place in primary education. That also is a point that, as you yourself have pointed out, has been taken note of by the Hartog Committee, and you will find by a reference to the report of the Education Department for the years 1103 and 1104 that Government are also aware of that and they are devising ways and means of avoiding or at least minimising the waste.

The other suggestions that you have made as to the changes in the curricula of studies and in the system of education, as it is, are very valuable suggestions and will be noted and considered by Government.

71. Educational policy.

MR. P. J. THOMAS (*Trading Classes, Changanachery*) said that if education in Travancore had been more practical and moral, the existing unrest caused by unemployment would not have occurred at all. Industrial instruction should be imparted in all schools. If the Government had been more liberal in their treatment of private schools, much of the enormous expenditure on education could have been curtailed.

An agricultural school should be opened in every village, with an acre of land adjoining it for providing facilities to students to make practical use of their knowledge. Spinning, weaving, book-binding, short-hand, etc. should also be taught.

Moral instruction was not imparted in schools. The text-books prescribed by the Committee during the time of the late Kerala Varma Valia Koil Tampuran were suitable for affording moral training to the young; but the existing text-books, which presented a contrast to those

books, created in them impure desires. The Committee for the selection of text-books should be composed of literary men, educationists and men of excellent character. The members of the existing Committee were Brahmins, Nairs, Protestant Christians, Ezhavas and Mohamedans. When the time came for the reconstitution of the Committee, Roman Catholics also should be given a few seats. The existing system of selection of text-books by the Chief Inspectors of English and Vernacular Schools should be abolished as it gave rise to many errors. It often happened that the Inspectors did not know Malayalam and consequently the books selected by them were ill-suited for the moral and mental nurture of the young. It was hoped that Government would take steps to ensure the choice of proper books. The authors belonging to the different communities should be encouraged by selecting their books.

The schools owned and conducted by private agencies had proved in the past to be more useful and efficient than departmental schools. The standard of discipline maintained by the authorities and the percentage of passes obtained in examinations were far higher in those schools. If private agencies were ready to take over the management of departmental schools, they should therefore be allowed to do so. Special rules should be passed for regulating the maintenance, upkeep, etc. of such schools. At least 75 per cent. of the net expenditure on private schools should be borne by Government. The teachers employed in private schools should be given the option to be appointed in departmental schools.

DEWAN'S REPLY: Your representations and suggestions will be noted and will receive the consideration of Government.

With regard to the first point you mentioned, I should like to say a word because other members also have spoken about it—and that is the combination of industrial instruction with general instruction in schools in the primary and secondary stages. It is very doubtful whether, apart from its feasibility and practicability, it will ever be a useful combination. What the general instruction in schools is intended to do is to give the pupils a sort of general grounding in literature and science, a kind of training of the intellect that would stand the pupils in good stead, whatever walk of life they may choose. To expect that in the course of general instruction it is possible to give them sufficient training for any particular profession, it appears to me—and I do not stand alone in that, it is the opinion of several experts also - is to expect the impossible. Technical education or training in industries is absolutely n cessary. All that I am saying is that when people think that general instruction in schools ought to be combined with special industrial training which would fit a person to straightaway join a profession, they are thinking of the impossible. I admit that it is necessary that young men should be trained to some profession which would enable them to earn their bread; but the difference is only with regard to the method of arriving at the desired goal. Your suggestion in regard to that as well as other matters will, as I said, receive the consideration of Government.